

Indiana State University

# The Role of Technology in Elementary Schools

How has technology taken over?

Alyssa Kersey  
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Dr. Bierly

Abstract:

Starting in kindergarten, at the age of five, children are beginning to learn with technological gadgets such as iPads and computers. Society today continuously brings technology into as many aspects of life as possible, even in the elementary schools. Educators need to be aware of this rapidly changing culture to keep up with the times as well as their students. Teachers can integrate this technology into their curriculum to help enhance and differentiate learning for their students. Methodologies used in conducting research on this topic consisted of online journals, books, and a survey written up and handed out to actual elementary aged students from ages nine to twelve. The surveys were conducted at a local school in Terre Haute, Indiana with the Title I label. One hundred students completed the surveys for real life feedback of their own technological usage at home and what resources are available to the students in the community. The goal of the conducted research was to determine whether or not the amount of technology in the elementary school classroom benefited the students learning. While gathering data and collecting information, the results all pointed to the success of student learning with hi-tech equipment. Advanced levels of technology used in the classroom correlates to the student success rate along with how successful the child will be. Teachers use laptops and iPads with applications to teach and have their students submit work. However, not all communities have the funds to afford these whimsical tools for their students. The school corporations with higher poverty rates along with the children living in the district are deprived the access of new technology. Educators continuously need to find new and improved ways to incorporate technology into their curriculum to keep their students up with the rest of the nation. Research shows that students with the access to more technology have a higher success rate.

### The Role of Technology in Elementary Schools: How has technology taken over?

With the click of a button on the Google-search bar a whole world of knowledge comes to life for a child who can find the access to the internet. In today's day-and-age this source of technology falls within fingertip reach of the young minds that will one day be the future of our society. As an educator of the young minds of today, the importance of knowing the role of technology within the classroom needs to be a responsibility for the man or woman in charge.

Some may overlook the importance of understanding technology and use it just because they are told to do so. What happens when an elementary school teacher is given a set of iPads from their school board for the first time because their corporation is moving on from the textbooks to one-to-one learning? What about the newly graduated college student with a teaching license who is about to take his or her first dive into their career of teaching and may not have the experience with a classroom full of students who have their own iPads? As I begin on my journey and start my career as a professional, I believe that knowing the role of technology in the classroom is important for me to learn along with every other graduate as they start applying for jobs.

Elementary schools evolve every year with the technology brought into the classroom from the state or board of education. The interest of knowing the role that technology plays in the classroom comes from the soon to be graduate with a Bachelor of Science degree in Elementary Education. As the years go by, the youngest generations of teachers find more of a connection to today's technological advances compared to the teachers who have been teaching for many years. The older generations can find themselves with the capability to be tech savvy, but the newest generation of teachers find themselves more in tune with the ability to work with internet and technology.

This semester I found myself in a classroom within the Vigo County School Corporation at a Title I school. According to the United States Department of Education, a Title I school provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards (Education, 2015). The learning experiences thrown my way this semester created a starting path of my own professional development. In this particular school my eyes opened to the importance of technology within the elementary school classrooms. Vigo County School Corporation is the only one out of its neighboring counties to not have one-to-one learning within the elementary classrooms. This experience sparked my interest to investigate even further on the topic of the role of technology within the classroom.

Hearing that another school eliminated textbooks and switched to iPads or a Samsung tablet hardly comes as news to this generation of learners. Do young students nourish the information they need in order to grow as a student and human being through the use of technology within the classroom? Are all of their needs met when they do not have a textbook in front of them but a glowing glass screen with the information shining up to their curious eyes? After spending over two hundred hours in the classroom this semester alone, these are questions that pop up into a future educators mind as I step on forward into my future career. The elementary schools in Vigo County, along with several corporations across the nations, still use textbooks as their main source of teaching. Some teachers wait patiently to move forward with the technology they know could find their way into their classrooms while others fear the thought of losing the ability to use books. Technology finds its way into every aspect of our society's life, including our very own elementary schools. How has this changed the way that

learning is viewed today? Everything a student needs to know can be found with the touch of a finger.

Although today's society knows that technology plays a role in education, how it affects students learning still is a topic of research today. Thus, I propose to conduct research on the role of technology within the classroom: how having it or not having it affects student learning. Knowing when and how technology entered the classroom provides solid ground for educators to start on, understanding how teachers integrate technology within the elementary classroom can help recognize how students learn with it, and knowing how to incorporate technology in schools located in communities who may not have internet access outside of school plays an important role in how educators choose the role of technology within the classroom.

Society and technology moves at such a fast pace that not all communities or families can keep up. Educators need the ability to adapt to the changing world and know what ways their students learn the best. How long has the phenomenon of incorporating technology in the classroom been going on? What does one define as "technology" even? According to Purdue University Online, the earliest forms of technology in the classroom date back to Colonial America (Center, 2015). Technology comes in a variety of forms, not just devices that use the internet as many think in present day.

"When life hands you lemons, you make lemonade" gets famously quoted when in the face of adversity and a can-do attitude is needed. Therefore, if life hands you new technology, you make a powerpoint and continue on with everyday lessons. How teachers incorporate the different aspects of technology within their classroom in today's day and age can help future educators adapt to the changes of the school systems. Fresh new minds entering the education system may bring new ideas to the table to help teachers throughout the United States stand

together as the change happens now. Collaborating and working together to think of new ideas and ways to integrate technology in the classroom can be done at the tips of our fingers through an eleven inch screen we all sit behind daily. It is easier than ever to communicate with educators all over the world to get new ideas for a teacher's own classroom.

Not every community has the funding for high levels of technology within the classroom, and families may not have the money or resources to have internet access at home. I believe this is one major thing that school corporations may overlook but that teachers need to accommodate for. Knowing the background of students along with home life may not be the easiest. How do teachers make adjustments for those students whose parents cannot afford a computer or tablet? Internet based learning can overwhelm educators when these are the challenges they have to face daily.

I will conduct this research by gathering data through journals, articles, books, and my own studies. Universities have conducted research over various types of technology in the classroom. Using this information helps support and tells the audience about the controversies faced by educators today. Another great resource to determine how technology shows growth over the ages comes from books. Online journals are a great resource as well, and in the books lay hard factual evidence of how educators' thoughts on technology in the classroom have changed throughout the years. I have also created my own survey for the students in my school to fill out asking about their technological lives at home. Some questions include, do you have access to the internet at home? Do you have a computer at home? Is there a tablet in your home? Questions that relate back to the technology that gets used in the classroom.

Throughout my research the big question here comes from how technology affects the elementary school classrooms. This determines how teachers should either continue what they

are doing or what changes need to be made. This also helps graduating education majors in the next couple of years know what kind to expect from the classrooms may come across.

Diving into the world of knowledge that lies ahead, all three of these topics bring valid use to the table of how technology entered the classroom and has changed the world forever.

## **1. Timeline of Technology in the Classroom**

From the ages of Colonial America to the new millennium, classrooms have come a long way. The amount of growth in educational technology has been exponential over the past few years. From overhead projectors to iPads, teachers focus on the next big thing. Educators need to put into perspective where it all began and how over the years the growth of these technologies will continue to grow. Thomas Edison said in in 1913:

Books will soon be obsolete in schools. Scholars will soon be instructed through the eye.

It is possible to teach every branch of human knowledge with the motion picture. Our school systems will be completely changed in ten years (College, 2013).

This can translate and fit the modern world through the constant changing and updating of the technology used in schools today. According to research conducted through Edudemic and Purdue University Online, a series of utensils have been invented, used, and advanced throughout the years of education.

The first tool found dates back to 1650 to a device known as the horn-book. According to Educemic, this form of technology found itself popular during the colonial era where one would find printed lessons on wooden paddles. These devices typically had the alphabet on them and a religious verse that children would copy to help them learn how to write. The next big classroom technological invention came sometime between 1850 and 1870 with a maneuver called ferule. This tool is a pointer and once used as a corporal punishment device. The first projector came

about in 1870 in a device known as the magic-lantern. This ‘magic lantern’ projected images on glass plates and showed them in darkened rooms to students. By the end of World War I, Chicago’s public school system had roughly 8,000 lantern slides. Skipping ahead to the early 1900s, this is when the chalkboard and pencil were invented. By this time, both of these devices were found in just about every school in the United States. The chalkboard to date remains as one of the biggest inventions in terms of technology (Duff, 2011). Throughout the early 1900s to the 1950s major inventions were born. Things such as the video tape, the ball point pen, film projector, overhead projector and television were all invented. The first computers brought into the classrooms were in 1980. Public schools in the United States averaged about one computer for every ninety-two students in 1984. Compared to the times we live in now where there is one computer for every four students throughout the country, this brings us to today’s technology in education. 2010 brought the introduction of the iPad into the educational system.

Appreciating the history of technology in the classroom can help educators value the resources that are available to them today. Realizing that the evolution of technology affects citizens of the United States at large does one thing, but teachers who know how to utilize these possessions for educational purposes can help change the face of technology to make it less scary. The inventions of the devices throughout history may not have begun with an educational purpose, but the education system is the foundation of the world that lies ahead for everybody. Elementary classrooms create an environment for young minds to nurture and grow so keeping up with the modern day advances is important.

The first non-collegiate school to purchase iPads for their students was Gibbon Fairfax Winthrop High School located in Minnesota. The article reads, “It’s institutions like these that are true visionaries of education. They see how technology is becoming more and more a part of

everyday lives. Now it will be part of our educational lives too” (Lagana, 2010). The quote was founded when the very first iPad entered the classroom and now technology contributes to education from grades kindergarten through twelve. Gibbon Fairfax Winthrop High School’s school corporation jumped ahead with the times and took a leap that forever changed the face of education. With this being said, how can one school be so far ahead of the game while there are still schools that have computers well over ten years old? “Last fall, the GFW School Board was told by Maplewood-based, educational technology and K-12 online learning consultant David Glick that if they didn’t keep up with the latest computer technology, they would get behind in a future world without traditional schools” (Lagana, 2010). Today there are still schools who fail to see the importance of keeping up to date with the rest of civilization. *The Journal*, a website that is for transforming education through technology, polled a total of 2,300 American students in grades four through twelve (ages eight to eighteen) about their use of digital technologies for educational purposes. At the elementary grade levels, more respondents indicated that they use desktops more than those whom use laptops. It was sixty-eight compared to sixty-four percent. But almost a third of the total, thirty-two percent, said that they use small tablets versus twenty-one percent using larger tablets (Nagel, 2013).

This data was collected almost three years ago, but still holds much value to the education system. School Corporations need to remain up to date with what’s happening now because these students want to engage in ways that they can relate to. The evolution of tools within the classroom shows educators how generations constantly change and one way of teaching will not fit everyone.

## 2. How Teachers Integrate Technology

“Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event” (Jacobs, 2014). With the technology provided to teachers finding new and innovated ways to incorporate it in the classroom is vital. Endless opportunities come to life when teachers welcome new tools in their classroom. But someone unfamiliar with education may ask themselves, in what ways does this technology work in the classroom? Is it really beneficial? How do students actually learn by these tablets? Research and studies on this topic are continuously conducted over the topic how teachers get the most use out of these devices within their classrooms. Integrating technology within the classroom provides differentiated instruction which ensures that each student has the ability to grow and learnt to their fullest potential (Jacobs, 2014). The use of applications and games made their way into classroom, kinesthetic learners are able to get more involved, and teachers get more mobility within the classroom.

Since the invention of the iPad in 2010, this new hi-tech piece of equipment has made its way into classrooms across America. As the world advances it is important to find ways to integrate these new tools into the classroom to enrich the minds of young learners. Out of the seven multiple intelligences that have been introduced to the world of education by Howard Gardner in 1983, most children today identify as bodily-kinesthetic learners (Johnson, 2014). The motion sensors allow students to use their hands in guiding the iPad to equilibrium, balance skills, or remote control of real or virtual robotics. An iPad’s versatility allows students to use them for subjects such as math, science, reading, social studies and language arts. Teachers can download an app called Clineometer for measuring the level of a wall, or surface, along with the precise angles of incline or decline. While this app may be a little out of an elementary levels range, it is

one example of how teachers utilize these tools. *Pages* is a writing application that is an impressive word processor with great sharing features. The students type their papers to this app and easily share it with their teacher and peers.

iPads provide teachers with the opportunity of connecting beyond the classroom. However, teachers need to keep in mind the usefulness of these gadgets for their students. Educators cannot lose sight of the prize on getting the information to their children to retain successfully. Technology needs to support the kinds of instruction believed to be the most powerful (Ottenbreit-Leftwich, 2014). Information is on demand for students with the connection capability at the tip of their fingers. Another great way that teachers incorporate these innovative technologies within the classroom is through history lessons. Students easily can access volumes of primary source documents and date to help investigations. Then levels of information that students reach go far beyond what the average teacher may know. “Aside from the gazillions of games, tutoring, and pointless applications available for free, a diligent teacher can find treasures of apps for their iPads that engage and challenge the student minds in creative ways” (Johnson, 2014). With this information, teachers need to use new technologies to develop higher levels of thinking. Simulations in the classroom become more available, students can change the learning to fit their style that they feel most comfortable with, and teachers can reach out to students that were never before possible.

With the consistent updating of statuses, software’s, and applications teachers think of new ways to incorporate these things into the classroom. Back in 2003 MySpace was invented, Facebook came in 2004, and Twitter in the year 2007. All of these types of social media have changed both the communication and business worlds. The instant connectivity in today’s times has branched out from more than the use of personal communication. A platform for educational

instruction and outreach has been created and some forms of social media now are recognized as an accepted form of instruction. Teachers use social media for professional purposes, to send tips to one another or get their ideas out for all to see, but also use it as a way to communicate directly to their students or as a way groups of students can communicate with one another.

Purdue University Online says:

“A career in education requires hard work and dedication, but, for the diligent educator, can prove very rewarding. For those who are serious about success in the education field, staying well-informed of current and changing technologies is imperative. As the world of technology evolves, the learning environment, both on-campus and online will equally progress, and the need for teachers who are educated in technology and design will continue to grow” (University, 2015).

These few short sentences summarize what it means to be an educational professional in today’s day and age. Starting in the elementary schools, these children have all kinds of technology at a hands reach and the importance of teachers bringing the educational side of it into the classroom cannot be overlooked. Schools want teachers who can keep up and find new ways of bringing the technology into the classroom. Smart boards, iPads, smart desks, computers, laptops, applications, simulations, games, and the list goes on and on with the variations that teachers bring into the classroom for their students. The United States Department of Education reports that high school enrollment was only 10% in 1900, but by 1992 had expanded to 95%. Teachers needed new methods of instruction and testing, and students were looking for new ways to communicate, study, and learn (University, 2015). The technology available for teachers and students today provides an abundant amount of differentiation to meet

the needs of every child. School corporations look for the innovative teachers with up-to-date technology skills for this reason.

Before the technological generation, face-to-face learning dominated classrooms and teaching styles for hundreds of years. Teachers across the nation in the classroom have had to make the adjustment of moving from face-to-face learning to combining it with online education and educational tools. It is to be said that online learning will be the death of face-to-face learning. According to *Blended Learning: Combining Face-to-Face and Online Education*, an article written by Heather Wolper-Gawron on Edutopia.com, teachers are finding a meaningful purpose in protecting a level of face-to-face and real-time interaction even in the existing online programs. In education, the components of online and face-to-face are stronger together than apart. Wolper-Gawron talks about the five components needed for a successful blended learning model. Two components included are the choice of assessments being real-time and the choice of face-to-face or online should be made available and differentiating content delivery and discussion methods. Both of these can be related back to the elementary classrooms across the nation today. The first component of the choice of assessments being face-to-face or online should be made available is important. Schools are changing major standardized testing to online tests. The option should still be made available for students to take it with pencil and paper because they may feel more comfortable taking it that way. Also, the paper and pencil method does not ever crash, disconnect from the internet, or come across major malfunctions. No two students learn the same, test the same, or have the same thoughts so allowing them to choose which way they test better will make them feel more comfortable while taking important assessments.

The next component talked about in the article comes from differentiating content delivery and discussion methods. Online learning is not differentiated unless teachers specifically utilize the various ways to provide the material to students (Wopert-Gawron, 2011). Whether it is a powerpoint or video, teachers need to still differentiate to the needs of their students. Incorporating these technologies in regular learning can help students better understand material. For some special needs students, online learning helps them sit still and better comprehend content. Marion Ginapolis, superintendent of Lake Orion Community Schools says, “It is not about the technology; it’s about sharing knowledge and information, communicating efficiently, building learning communities and creating a culture of professionalism in schools. These are the key responsibilities of all educational leaders” (Ginapolis, 2015). Teachers hold the responsibility for creating the foundation of a professional lifestyle for their students and starting in the classroom may get overlooked, but is essential.

### **3. Title I Schools and Communities**

The Indiana Department of Education shares that Title I funds provide additional academic support and learning opportunities to obtain a high-quality education and reach at a minimum, proficiency on challenging State academic achievement standards and assessments (Hurst, 2015). There are two types of Title I programs, Targeted Assisted (TAS) or Schoolwide (SWP). Title I schools with percentages of low income students of at least forty percent and after undergoing a year of planning, may use Title I funds, along with other Federal, State, and local funds to operate a “schoolwide program” to upgrade the instructional program for the whole school. Title I schools with less than forty percent low income students or that choose not to operate a schoolwide program offer a “targeted assistance program” in which the school identifies students who are failing, or most at risk of failing (Hurst, 2015). The schools in poor communities that

cannot afford as much materials or whose families do not possess advanced technological resources at home are granted the opportunity to bring these possessions into the classroom with the help of the government.

One area of concern for the growth of technology in the classroom derives from the fear of an educational gap between high income and low income schools and communities. Do students deserve to be penalized for the lack of internet access available for them in the home? The students who come from a wealthier home typically hold the upper hand in the race of technology for education. Access to the internet connects students to all sorts of new information and some children's only opportunity to join in on this is in their classroom. It is up to the teachers in the Title I schools with lack of technology to close that gap between the upper-class and lower-class. Students across the nation deserve the same education and children across the country deserve the same opportunities. The internet entitles empowerment. When taken away this access because of the fear of misuse within poverty driven communities deprives students from a whole world of knowledge. 49% of teachers of students living in low-income households say their school's use of internet filters has a major impact on their teaching, compared with 24% of those who teach better off students who say that (Barseghain, 2013). For minorities and low-income students who have these new technological advances in the classroom, it may be their only way to access the internet.

There are several ways that Title I teachers can close this increasingly growing gap between the classes. The first way is to give the students access. Many Title I schools receive funds and grants, but do not always buy what they need (Barseghain, 2013). Teachers hold the ability to decide where the money goes and can put their ideas in when the discussion comes up on what the school needs. If schools start slowly gathering advanced technology, they will eventually

catch up to the other schools ahead of the expertise game. Another way for teachers to make this cavity less noticeable is to give students prompts. Whether it's the school that provides the device, or students are able to use their own, the importance of giving them guidance on how to use those devices for learning needs to be addressed (Barseghain, 2013). Generally, students do not use their personal technology for educational purposes unprompted. Educators need to guide students in these schools on proper etiquette with devices. For example, students who may shorthand assignments teachers can ask them to proofread and resubmit until the assignments meet the standards of the teacher. This will better the student's mobile literacy which will fall back to their school work and real life literacy. For the schools that do have as much advancement in technology as most, teachers work harder to challenge their students to the best of their ability. All subjects in school still need to be preserved. Technology is not a way out for the teachers who have it available, and for the educators using mainly textbooks such as in Title I communities are preserving education (Kay, 2014).

As an educator, it is important to make yourself available to your students. Giving students a number where they can reach you at truly impacts them. There are alternatives for teachers who do not feel comfortable giving out their phone number such as a Google voice account, where students can call and even leave messages. Keeping track of devices within the classroom can impact the divide as well. Knowing what kinds of technology the students in the classroom possess can allow teachers to create flexible groups and assignments. Essentially teachers need to use discretion when speaking of these devices within their classroom. Professionals need to use caution to not publically call out students who do not have a device. Common sense and compassion prevail at this point in time for teachers. Teachers need to use everything they have. If the school has ten Kindles, find ways to use them in the classroom. If the school owns six

tablets or thirty computers, teachers need to utilize all of the resources within their reach. Students can utilize these devices and their brains constantly will grow with knowledge. Teachers in low-income schools need to keep an open mind when it comes to how students want to demonstrate they comprehend the material. If they would rather make a poster board or diorama than a video or blog, let the student what makes them the most comfortable. These simple steps narrow the divide from the wealthier communities verse the poorer.

#### **4. Survey Results**

Since the fall of 2012, my first semester of college, I have been entering the schools within the Vigo County School Corporation. The requirement has been a part of the curriculum for the vast majority of my elementary education collegiate courses. This was my first look into what it means to be a Title I School. Any regular person who walked into the school would have no idea the type of poverty the community suffered from, but as I conducted research on the school and the professors shared open information with my colleagues my eyes began to open to these government funded schools. From August to December 2015 I was granted the opportunity to be a TOTAL (Teachers of Tomorrow Advancing Learning) student at Sugar Grove Elementary School, a Title I school in the Vigo County. I took the opportunity (with the approval from teachers and students) to conduct a survey covering the basics of technology in the homes of the students. I handed out one hundred surveys to students ranging from grades fourth to fifth covering children from the age's nine to twelve. Of the one hundred students whom I handed the survey out to forty-seven were girls and fifty-three were boys. Seventy-five percent of the students responded to the survey that they have internet access at home. This includes computer internet connection and Wi-Fi connection. The remaining fifteen percent have no access to the internet at home unless someone in their family has a smartphone. Even

with this resource that may be available to them, they do not have the ability to access the internet whenever they please. Students in these circumstances should not be penalized over something they cannot control. The children whose families possess these technological items and have internet access are at an advantage over the students who come from different circumstances. Students who lack interaction with the internet are not getting the proper instruction on how to use it as a valuable resource and the school environment should be the place these children get it.

One of the questions on the survey asked the students how many hours they spend on the internet on a regular school night. Gathering data from all one hundred surveys, the average amount of time a student from ages nine to twelve spends on the internet on a weeknight is three and a half hours. Looking through the students results this outcome surprised me. Twenty-eight percent of the students spend less than one hour on the internet at home. These are children from ages nine to twelve whom very much so know what the internet consists of. Out of the twenty-eight percent however, twenty-five of those students do not have access to the internet or a computer at home are included. The longest amount of time spent on the internet that showed up in the data was eight or more hours. Ten percent of the students responded to the survey with the answer of spending eight or more hours on the internet. If the students answer honestly this means that these students arrive to their home in the afternoon and directly go to their computer, tablet, or even video games. These students are spending time on the internet but with that much time on whatever device they may use, the possibility of the child abusing their privilege rises. According to a survey conducted by Consumer Affairs, fifty-eight percent of parents say they use their electronic gadgets at least twice a week to babysit their child (Nelson, 2013). These devices are an excellent way to keep a child busy for a period of time, but parents cannot misuse

this knowledge for the sake of their child. These devices require much more structure from the parents rather than just sitting their child in front of the television. The touch screen gadgets offer a different experience than the traditional passive medium of television. iPads, iPhones, and computers involve making decisions about what to touch or where to swipe and these activate different areas of the prefrontal cortex (Rosen, 2013). Parent involvement and monitoring plays a dominant role in what kinds of actions their child makes with these contraptions. Children may get the opportunity to scroll through whatever they please and play whatever games they choose but parental control should not be left out of the picture.

One hundred students answered the question “how many computers do you have in your home?” Twenty-five of the students have no computer, while thirty-two percent have only one and twenty-seven percent have two computers. Seventy percent of the students have a computer with internet access at home and these children are taking advantage of this opportunity, but the thirty percent not included are at a huge disadvantage. Taking the time to conduct the survey and handing it out to one hundred students gives the teachers, students, and future educators real-life insight to the kind of world the elementary classroom is evolving into. Teachers cannot control what happens in the home of their students, but they can teach proper ways to use the internet and technology. Without it in the classroom and only limited opportunities to bring it into the student’s schoolwork, teachers have much more important things they need to teach the children. The information gathered from real life Title I School students holds a great deal of value that can be put into use for educators across the nation.

## **Conclusion**

Technology and the devices that continuously get invented will grow with time. School systems started the trend of bringing this into the classroom starting at the grade level of kindergarten. It is important for school corporations, principles, and teachers to see the important of these devices within the classroom. Knowing how to properly incorporate technology in the classroom and how it affects students learning means that teachers now need to find success in bringing it into the classroom for the best effectiveness of their students. Conducting research and gathering data about the use of technology in the elementary school classroom benefits educators across the nation. Having a grasp on the evolution of technology within the classroom gives educators an upper hand to seeing what devices work best for elementary aged children.

Electronic technology will endlessly find its way into every aspect of society today, and devices will forever be a part of the educational systems. Educators need to prepare themselves for the future to come so that they can use these resources beneficially for their students. Learning the advantages and disadvantages along with the history of technology within the classroom needs to hold a place of value in a teacher's career. Not all communities are created equally, and teachers need to find ways to create an equal education for all students that enter their classroom no matter the circumstance.

The key points that educators need to keep in mind evolve from the importance of knowing the transformation of technology within the classroom ranging to understanding how to integrate technology. Elementary school teachers build the foundation of education for the children of our country. They need to keep up with the times and everything that may go on in the life of their students, including the technology. For those who are privileged with the

opportunity of having internet access and technological advances in their classroom, finding new and useful ways to educate children happens constantly. In the less fortunate communities, the teachers a part of Title I Schools, teachers need to make sure they can optimize their student's technological resources as much as possible to make sure that the gap of the rich getting richer and the poor getting poorer can begin to close.

The importance of utilizing technology in the classroom derives from the idea of how technology gets used in the home life of students. Based on the research conducted and data found, a child's exposure to technology remains constant and educators hold the responsibility of its use within the classroom. Teachers need to make sure that students make the proper choices and get the most out of their technological resources in and outside of the classroom.

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